Chief Reader Report on Student Responses:

2025 AP® European History Set 2

Free-Response Questions

- Number of Students Scored 86,850
- Number of Readers 530
- Score Distribution

Exam Score	N	%At
5	12,185	14.0
4	30,171	34.7
3	20,704	23.8
2	16,491	19.0
1	7,299	8.4

- Global Mean 3.27

The following comments on the 2025 free-response questions for AP® European History were written by the Chief Reader, Clark Hultquist, Professor, University of Montevallo. They give an overview of each free-response question and of how students performed on the question, including typical student errors. General comments regarding the skills and content that students frequently have the most problems with are included. Some suggestions for improving student preparation in these areas are also provided. Teachers are encouraged to attend a College Board workshop to learn strategies for improving student performance in specific areas.

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Short Answer Question 1

Task: Short Answer Question—Secondary Source
Topic: Paris Department Stores

	Max Points:	Mean Score:
Part A	1	0.80
Part B	1	0.45
Part C	1	0.36

Overall Mean Score: 1.62

What were the responses to this question expected to demonstrate?

Responses to Part A were expected to describe an argument demonstrating their understanding of Theresa M. McBride's assertion that the invention of department stores in France helped heighten the development of consumerism by creating new roles for women, introducing more people to consumerism, and developing new techniques of selling merchandise. The excerpt describes the Parisian department store as a place for women to sell or consume luxury goods that were advertised at low prices; thus, department stores introduced a wider array of people to consumerism. The responses could describe how department stores offered new roles for women as the lower middle classes started working as sellers in the department stores, while middle-class women spent their leisure time shopping at the department stores. The responses could also describe how new advertising tactics, lower prices, and displays catered to an array of customers, introducing more people to consumerism. These concepts are addressed in the curriculum framework in topics 6.3 and 6.4 (Industrialization and the Social Effects).

Responses to Part B were expected to describe a relevant historical context for the development of department stores and consumerism. Successful responses described how the Industrial Revolution influenced urbanization, the production of a wider variety of consumer goods, or the need for raw materials from colonial empires. Many descriptions involved increasing wages for the lower and middle classes and how that led to the demand for more goods. Other responses included descriptions of women's roles in society, such as how middle-class women did not typically work outside the home but were encouraged to spend their time maintaining their home, while women in the lower classes did work outside the home and now they had the option of employment at department stores. These concepts are addressed in the curriculum framework in topics 6.3 (Second Wave Industrialization and its Effects) and 6.4 (Social Effects of Industrialization).

Responses to Part C were expected to explain one way that the development(s) discussed in the excerpt affected European society. Successful responses explained a societal development based on consumerism and the role of women. They also explained that women were encouraged to obtain greater rights, that the supply/demand of goods marketed to women were increasing the economy, or that department stores provided new roles for women as clerks and salespeople, which led to other managerial roles. Responses could explain how middle-class women were encouraged to spend more on consumer goods since department stores depended on a large volume of sales and economic growth, where some of the tactics led to negative experiences. Critiques of consumerism also led to the development of new political movements and rights. These concepts are addressed in the curriculum framework in topics 6.3 (Second Wave Industrialization and its Effects) and 6.4 (Social Effects of Industrialization).

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How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

In Part A, most students could successfully understand and describe an argument in the passage. The most common responses described how department stores offered new roles for women and noted that department stores catered to a wider array of customers.

In Part B student responses were generally adequate at addressing historical context. The most common responses referenced the Industrial Revolution and the use of mass production for a variety of consumer goods. Students were generally able to identify that urbanization led to the support of large retail stores and that colonial empires provided raw materials and markets for manufactured goods.

In Part C students were generally successful at explaining how a development from the passage affected European society. Common responses explained that women were encouraged to consume more and keep demand high to stimulate the economy. Other common responses claimed that the rise of consumerism led to more rights for women and the development of leisure time. Less common were responses that addressed the negative experiences of women in the workforce or the long-term aggressive marketing tactics of department stores and other entities leading to anti-consumerist political movements such as green parties.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	*Responses that Demonstrate Understanding*
• In Part A the responses misinterpreted arguments made in the passage or failed to accurately describe an argument from the excerpt, or merely repeated statements from the excerpt. • "The main argument made by the historian in the excerpt is the following; The Paris department store was the 'world of women', where women would find their life's meaning in consumption and where they found a role in selling as well. The Deparment store played a signficant role in the evolution of contemporary society and a women's place in that society." • "The main argument made by the historian in this excerpt was that women were the leaders of the Paris department store in the mid-1800's." • "The main argument made by Theresa McBride is that revolutions throughout the 1800s changed the way the market worked in the sense that new tactics were formed to increase sale of products,	• "The main argument made by the historian in this excerpt is that in order to continue selling, stores should modify their price range and items to fit the middle class. By stating that the consumer will buy items if you advertise and display them correctly as well as put it in their price range, she essentially says that fitting the department stores most active customer will guarentee more crowd." • "The main argument made by the historian is that consumer society increasingly developed role of women in society and expanded to the working class. New products began to reach the working class where people were begining to use the wages earned in order to buy what they favored for themselves such as new clothes as a new view on fashion began to become popularized. Women's roles in society also began to change as they would find new ways to spend their time such as staying in department stores as a hobby to see what they might want to spend their hard earned money on."

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such as advertisement and a low pricing on items."	• "Women saw a new role in these stores selling and consuimg as certian products tramsformerd thier home life and gave them new opertunites to earn finance through selling. Consumers were met with the modern creations of this time at afordable prices, launching them into the modern consumer society.
• In Part B the unsuccessful responses provided examples that utilized evidence outside the time frame (such as the world wars or French Revolution) or failed to explain how the evidence provided support to an argument in the excerpt. • "A relevant historical context that can be provided by the development in the excerpt is the increasing role of women in the worforce during and after the First and Second World Wars. As men were increasingly drafted and went away to fight in the wars, women were placed in a new roles of employment with the necesity of filling the absentce of the men in the workforce." • "A relevant context for this development is women's suffurage and how women have be constantly fighting for their rights and equality with men. This department store where woman are, "encouraged to find their life's meaning in consumption" demonstrates the other activities done by women that bring them closer to freedom and equality with men.(Theresa M. McBride)" • "This is most influenced by the previous revolution by the Third Estate, the peasants/lower class, in the Estates General. The Third Estate made up 97% of Europe's population, and could be a self-driven society on their own, with enough artisans, merchants, and farmers to do so. However, majority of the Third Estate were peasants and could not afford to make a living, and thus made up a very small percent of land owners."	• "A relevant historical context for the development discussed in the excerpt is that due to the increase activity between western European trade routes and colonies the influx of "exotic goods" became more accessable to people. The colonies in the americas, africa, and asia were prime areas where goods such as cloth, tea, and coffee were extracted and shupped to Europe for consumers to purchase and use. This lead to McBride's idea of 'large-scale retaling'." • "One relevant historical context for the development of consumerism, namely in department stores, is the increased abundance of products and cheaper price made possible by the industrial revolution. After the introduction of factories and the factory system, manufacturing was at an alltime high, where the putting out system was now obsolete and mass manufacturing was the new norm. Consequently, pricing of these consumer goods also plummeted, allowing middle class families who never indulged in leisure shopping, to do so." • "The industrial revolution allowed for these department stores to be created, and mass produced the goods that were sold in the department stores."
• In Part C explaining one way a development discussed in the excerpt affected European society was more challenging. Some students would provide evidence, but did not explain how it affected society. Some students would provide	• "One way that the development discussed in the excerpt affected European society is through the increase in both involvement of women in workplaces, contrary to the beliefs of the Cult of Domesticity and the rise of consumerism in

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general statements about the economy or leisure but not link those developments to an argument in the excerpt. • "This would effect Europe by having women become a helping hand in their marriage with men and being able to get money. This also helps contribute to woman as a whole and being able to push foward and show that they can be helpful in their own ways." • "The development discussed in the excerpt affceted European society by promoting materialism." • "McBride seems to argue that although before the widespread consumerism of the mid 1800s, identity was based on religion and heritage, ultimately once consumerism spread, identity and reputation was based off what an individal owned."	society. As prices were lowered to adhere to members of the lower middle class there was an increase in the influence of commercialism." • "This development affected European society with brining the idea of consumerism into the economy. These department stores could not rely on the business from only the bourgeois. so they would lower prices on goods to attract customers from the "petite bourgeoisie" (Theresa M. McBride). This lead to the increasing number of people buying products from these department stores, creating the mondern consumer society we know today." • "One way in which the rise of the depaertment store affected European socity was through the exspansion of mass cosumption.Whith a growing middle class and more reddily avileble goods the rise of early consumer culture gave way to a new type of lesiure activity,shopping.With incresing lessiure time among the middle class and more money to spend on a wide varity of mass produced goods the novalty of consumption became a pasttime for middle and upperclass pepole often women who were given a new found mode of exsprsion in socity."

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Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

Students would perform better with more training on how to read secondary sources and identify their arguments. Teachers might encourage students to explain an argument and then utilize and practice other historical thinking skills. For example, students could provide the context for a passage or cite additional evidence to corroborate or counter the author's argument. Additionally, teachers might help students with chronological reasoning to grasp events within a larger time period in order to cite more specific and relevant evidence.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Resources available in AP Classroom, especially those focused on Unit 6, might be useful instructional support for teachers in working with students on the topic of the rise of consumerism and the second industrial revolution, as well as with the skills students need to successfully respond to an SAQ.
- The above topics have associated resources that could be useful instructional support for teaching the topic and skill involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units' Personal Progress Checks (PCs).
- Unit 6 Progress Checks and Topic Questions offer many opportunities, through MCQs and FRQs, to check for student understanding of the broader impacts of the Industrial Revolution.
- AP Daily Videos also provide a helpful resource to support student learning about the Industrial Revolution.
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to the Industrial Revolution—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an SAQ.
- The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by College Board but also by other teachers.

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Short Answer Question 2

Task: Short Answer Question—Primary Source
Topic: French Protestant Cartoon 1686

	Max Points:	Mean Score:
Part A	1	0.35
Part B	1	0.41
Part C	1	0.46

Overall Mean Score: 1.22

What were the responses to this question expected to demonstrate?

Responses to Part A were expected to offer a minimally accurate description of a likely purpose of the French Protestant cartoon "The Missionary Solider (1686)." Some responses described the purpose as a display of religious intolerance, a condemnation of Louis XIV's religious policies, or to bring an awareness to French Protestants of the threat posed by Louis XIV's policies. These concepts are addressed in the curriculum framework in topics 2.8 (Causation in the Age of Reformation and the Wars of Religion), and 3.7 (Absolutist Approaches to Power).

Responses to Part B were expected to offer a minimally accurate description of the religious context for the cartoon "The Missionary Soldier (1686)." Some responses described the revocation of the Edict of Nantes (or more specifically, the Edict of Fontainebleau), the growth of Protestants among the noble class as a potential threat to the crown, or traced the growth of conflict between Protestants and Catholics from the French Wars of Religion through the 30 Years' War. These concepts are addressed in the curriculum framework in topics 2.1 (Contextualizing 16th- and 17th-Century Challenges and Developments), 2.3 (Protestant Reform Continues), 2.4 (Wars of Religion), and 3.7 (Absolutist Approaches to Power).

Responses to Part C were expected to explain one way the development of the French monarchy led to the type of actions depicted in "The Missionary Soldier (1686)." These included the French monarchy shifting to absolutism, which Louis XIV used to enact forceful conversions to Catholicism or the use of growing absolute power allowing Louis XIV to pursue religious uniformity to maximize that power. These concepts are addressed in the curriculum framework in topic 3.7 (Absolutist Approaches to Power).

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

In Part A many responses were successful in describing a likely purpose for the cartoon. Many responses referred to condemnation or critique of Louis XIV's religious policies. Some responses used descriptors such as "scare tactics," "satire," "raising awareness," or religious intolerance to illustrate the purpose of the cartoon.

In Part B many responses successfully described the religious context for the cartoon. Responses commonly described the revocation of the Edict of Nantes, some giving the more specific response about Louis XIV's Edict of Fontainebleau. Other responses described the escalating conflicts between the Protestants and Catholics including the French Wars of Religion and the 30 Years' War, the threat of a growing Protestant movement among French nobles to the French Monarchy, or centuries of religious persecution against religious minorities in France.

In Part C approximately half of the responses successfully explained one way the development of the French monarchy in the 1600s led to the actions in the cartoon. Most students adequately discussed how the rise of

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absolutism in France through the 1600s gave monarchs like Louis XIV the authority to decree Catholicism as the only acceptable religion in France.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

In general, students know the basic concepts of the Protestant Reformation, the Catholic Reformation, and Louis XIV's absolutism. Some students struggled with the task's directions and specifically the interpretations of the purpose of the cartoon. Many responses described what was in the cartoon or used the cartoon's verbiage, rather than elevating that description to address the actual purpose. This focus on the image and its inset textboxes led many students to believe that the focus of their responses should be on Louis XIV instead of the Protestant reaction.

Common Misconceptions/Knowledge Gaps	*Responses that Demonstrate Understanding*

For Part A responses misinterpreted the purpose of the cartoon in the following ways:
• Responses erroneously described the purpose of the cartoon as highlighting Louis XIV's absolutism.
  ○ "A likely purpose of the cartoon was to put everyone under one faith so Louis XIV could have absolute authority."
• The responses incorrectly described the purpose of the cartoon as championing conversion to Catholicism.
  ○ "The likely purpose of the cartoon was to use propaganda to discourage the leaving or doubt of the Catholic faith."
  ○ "The likely purpose of this cartoon was to persuade other heretics to also convert to Catholicism"
	• "The likely purpose of this cartoon was to demonstrate the discrimination and lack of religious toleration present in France during the time of Louis XIV's reign"
	• "It was to criticise the government and to warn fellow Protestants what may show up at their doorstep a few days later"
	• "One likely purpose of the cartoon was to critize the new laws in French society which targeted those of Protestant faiths, demonstrating how the force of the kings military would coerse French protestants into submission even if it went against their beliefs or reason."

For Part B responses misidentified relevant religious context in the following ways: • Responses only referenced the Reformation in generic ways, or only discussed the early phases of the Reformation and did not extend the description into a relevent religious context for the cartoon.	• "A relevant religious context of the cartoon was the enactment of the Edict of Fountainbleau under King Louis XIV. This is because protestants were revoked of their ability to pursue the religion of Protestantism in the Edict of Fountainbleau which now made it illegal to follow the religion and making Catholicism the only standing religion."

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○ "A relevant religious context for the cartoon is the Protestant reformation." ○ "The religious context for the cartoon could be the Catholic Reformation. For example, the Council of Trent was a meeting held to reform the Catholic church in response to the Protestant Reformation and stop the selling of indulgences and simony." • Responses only referenced political context rather than religious context. ○ "A relevant religious context for this cartoon is Louis XIV's power over the Catholic Church in the 17th century. Louis XIV was an absolute monarch and that meant the clergy was no longer in charge of the Church in France, the monarchy was."	• "A relevant religous context of the cartoon would be The Wars of Religion. The Wars of Religon would be the consistent battles in Europe between protestants and Catholics, majority of these wars consisting France. Henry Navarre of France who was the king of France during this time decided to the sign the Edict of Nantes which allowed religous freedoms to his subjects between either protestant or catholic."
For Part C the responses lacked appropriate explainations in the following ways: • The responses were able to identify a development in the French monarchy in the 1600s, usually absolutism, but they did not provide an adequate explanation of how it led to the actions depicted in the cartoon. ○ "Louis XIV was an aboslutist who wanted to unify france.The french monarchies tend to lead toward a more absolutist way of government and that same type of governing most likely caused propaganda like this. And since Louis XIV was an absolutist the people most likely already saw him as a unfit ruler." • The responses did not advance a specific development about the French monarchy, but instead they dealt in generic explanations that were true in other European countries as well. ○ "With monarchs already struggling to maintain their power, they turned to absolutist monarchies, where a single person has power of the country to	• "The French monarchy in the 1600s led to the types of actions in the cartoon by becoming an absolote monarchy. DUring the 1600s Louis the 14th took power and because he had seen the Fronde and realised the nobles might be able to overthrow him he established a absolutist government. The absolute government that Louis made would do anything he told them to which included forcefully making people convert to Catholoicism." • "The development of the French monarchy in the 1600's greatly contributed to the type of actions in the cartoon due to its increase in absolutist policy that often used its centralized and immense power against religious minorities."

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supposed improve it for the good of the people."	

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

Students would perform better with more practice analyzing historical images, especially political cartoons set in various periods throughout the course. This type of training would help students practice making likely interpretations as to the purpose of these artifacts and connecting those interpretations to historical content. This is a skill that will be helpful with both the SAQ and the DBQ, as both can involve image interpretation and allocation of purpose to the image.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Resources available in AP Classroom, especially those focused on Units 2 and 3, might be useful instructional support for teachers in working with students on the topics of the Reformation and the rise of absolutism, as well as with the skills students need to successfully respond to an SAQ.
- The above topics have associated resources that could be useful instructional support for teaching the topic and skill involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units' Personal Progress Checks.
- Unit 2 and 3 Progress Checks and Topic Questions offer many opportunities, through MCQs and FRQs, to check for student understanding of the broader impacts of the Reformation and Absolutism.
- AP Daily Videos also provide a helpful resource to support student learning about the Reformation and Absolutism.
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to the Reformation and Absolutism—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an SAQ.
- The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by College Board but also by other teachers.

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Short Answer Question 3

Task: Short Answer Question—No Stimulus
Topic: Cultural Characteristics and Political or Economic Factors of the Italian Renaissance and Differences with the Northern Renaissance

	Max Points:	Mean Score:
Part A	1	0.66
Part B	1	0.47
Part C	1	0.46

Overall Mean Score: 1.57

What were the responses to this question expected to demonstrate?

Responses to Part A of the prompt were expected to offer a minimally accurate description of one significant cultural characteristic of the Italian Renaissance. Many successful responses described the revival of Greek and Roman ideas and models from texts or the development of humanism and individualism; improved techniques of geometric perspective or lifelike sculpture; or how works differed from the techniques and ideas of the medieval period. These concepts are addressed in the curriculum framework in topic 1.2 (Italian Renaissance).

Responses to Part B were expected to provide a minimally accurate description of a political or economic factor that facilitated the Italian Renaissance. Many successful responses described the competition between Italian city-states, the papacy, or wealthy families patronizing the arts. Others addressed the growth of trade and commerce. These concepts are addressed in the curriculum framework in topic 1.2 (Italian Renaissance).

Responses to Part C were expected to offer a minimally accurate explanation of one way the Northern Renaissance was different from the Italian Renaissance. Many successful responses referenced both the Northern Renaissance and the Italian Renaissance. Some responses explained that the Northern Renaissance was more religious in focus as compared to the Italian Renaissance's shift from theology to classical texts; Northern Renaissance art often depicted peasant or urban life while Italian Renaissance often depicted elites or classical subjects. These concepts are addressed in the curriculum framework in topic 1.3 (Northern Renaissance).

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

In Part A most student responses were successful in identifying an acceptable cultural characteristic of the Italian Renaissance. The most common responses described the rediscovery of Greek and Roman texts or the related development of the ideas of humanism and individualism. Also common were descriptions of geometric perspective or lifelike sculptures such as Michelangelo's *David*.

In Part B student responses were generally successful at describing an economic factor that facilitated the Italian Renaissance such as wealthy families' patronage of the arts, particularly the Medicis. Some responses described the increase in wealth of Italian city-states and families and then the funding of artists and Renaissance thinkers. A few responses accurately described the fall of Constantinople leading to the arrival of Greek refugee scholars along with their classical texts.

In Part C most successful responses explained that the Northern Renaissance was more Christian or religious as opposed to the Italian Renaissance's focus on classical texts or more secular ideas. However, many

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responses did not successfully specifically mention a difference between characteristics of the Italian Renaissance and Northern Renaissance.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	*Responses that Demonstrate Understanding*
• In Part A some students had difficulty describing a significant cultural characteristic of the Italian Renaissance. Some responses simply mentioned a characteristic such as humanism without any description.	• "One significant cultural characteristic of the Italian Renaissance was the Humanist focus. Humanism was revived by Petrarch in the 14th century and soon became the basis for much of the cultural change of the Renaissance. Humanism is the focus on the Greek and Roman civilizations. Humanism contributed to the development of new artworks, as well as the development of more secular thought." • "One cultural charcteristic of the Italian Renaissance was the rise of individualism. For example, Pico Mirandola wrote *On the Oration of Human Dignity*, which claims that humans have unlimited potential and should try to rise. This suggests that focus shifted from the whole to the indiviual because the idea of people concentrating on themselves was promoted."
• In Part B some students struggled to link a description of a political or economic factor to the Italian Renaissance. Many times students would describe the increased trade and wealth of Italy, but not connect this to the patronage of the arts. Sometimes students would mention the printing press, but not describe it in economic terms as having facilitated the Italian Renaissance.	• "One economis factor that facilitated the Itailian Renaissance was the development of a wealthy trading elite due to Italy's prime geographic position that allowed it to act as the "middle man" between Europe and Asia, and thus acquire wealth. One such family that benefited from this system was the Medici family. The Medici family facitilated the Italian Renaissance by patronizing not just the work of several artists of the time but also patronizing the studies and work of the important intellectuals of the time. This allowed for the development of the Italian Renaissance." • "One economic factor that facilitated in the Italian Renaissance was trade, and how the Italian city states made most of their power and money off of trade. For example, after the Hanseatic league disbanded, the Italian city states flourished because of the Medici family

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	and because of the richest city state, flourence. The medici family made their money off of wool trade, and they funded the arts and banking with their money." • "An economic factor that facilitated the Italian Renaissance was the Medici Family. The Medici Family was a famous and rich nobility family that were patrons to all the new ideas, especially art, during the Italian Renaissance."
• In Part C many students struggled to explain the difference between the Northern Renaissance and the Italian Renaissance. Sometimes students would mention that the Northern Renaissance was more religious or depicted common people, but they would not explain the Italian Renaissance counterpart. They would not mention that the Italian Renaissance was more secular or based on classical texts or that Italian Renaissance art portrayed Greek and Roman ideals.	• "The Northern Renaissance differed from the Italian Renaissance in its focus on Christianity. In the Northern Renaissance, Christian Humanism developed as a way of reconciling the newly discovered "pagan" works of the Romans and the Greeks with Christian theology. This is in contrast to the Humanism of the Italian Renaissance in which there was an increasingly secular focus and a separation of Christianity from intellectual exploration." • "One way the Northern renaissance differed form the Italian renaissance was the was that the north focused more on Chistain humanism rather the humanism of Italy. Humanism in Italy was a focus on the greatness of man and a study of ancient Greek literature that eluded to mans accomplishments. Chistain humanism was similer accept put into the context of the Christian faith and the studies were on old Christain texts." • "One way the Northern Renaissance differed from the Italian Renaissance was its increased focused on the ordinary aspects of life. While the Italian Renaissance focused more on divine beings and rich paintings, the Northern Renaissance focused more on eveeryday life that was more relatable for citizens to connect to. Artists like Peter Bruegel depict this everyday life througfh his paintings that don't necesarily focused on one specific person or divine being, but rather focuses more on the community of the painting in general."

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Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

Practicing the historical thinking skills of continuity and change over time within and between historical periods would greatly benefit students during the exam when presented with the task. Students should be well versed in historical language and able to understand key terms, such as *political*, *religious*, *religious toleration*, and *religious practice* to answer questions accurately. Framing trends or events within historical events, like the Renaissance, which occupy larger time periods, would help students grasp specifics of variations observed when asked to cite evidence from a broad time period. To further help students understand causation, teachers might reinforce the narrative of description and explanation in a discussion-based class on the causes and results of the Renaissance. Instructional activities can include having students develop a T-chart of characteristics of the Italian vs. Northern Renaissance.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Resources available in AP Classroom, especially those focused on Units 1 and 2, might be useful instructional support for teachers in working with students on the topic of the Italian and Northern Renaissance, as well as with the skills students need to successfully respond to an SAQ.
- The above topics have associated resources that could be useful instructional support for teaching the topic and skill involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units' Personal Progress Checks.
- Unit 6 Progress Checks and Topic Questions offer many opportunities, through MCQs and FRQs, to check for student understanding of the broader impacts of the Renaissance.
- AP Daily Videos also provide a helpful resource to support student learning about the Renaissance.
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to the Renaissance—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an SAQ.
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Short Answer Question 4

Task: Short Answer Question—No Stimulus
Topic: Characteristics and Factors of European Unification and Differences between Western and Eastern Europe from 1945 to 1990

	Max Points:	Mean Score:
Part A	1	0.24
Part B	1	0.39
Part C	1	0.37

Overall Mean Score: 1.01

What were the responses to this question expected to demonstrate?

Responses to Part A of the prompt were expected to offer a minimally accurate description of one significant political characteristic of European unification efforts in the period 1945 to 1990. Some responses described how NATO formed to promote political unification; some addressed how Western Europe sought political cooperation on trade and regulation through the EEC. These concepts are addressed in the curriculum framework in topics 9.3 and 9.4 (The Cold War and Emerging Superpowers) as well as topic 9.10 (The European Union).

Responses to Part B of the prompt were expected to offer an accurate description of an economic factor that facilitated European unification from 1945 to 1990. Many acceptable responses described how the Marshall Plan encouraged economic unification, while the steel and coal treaty motivated unity. These concepts are addressed in topics 9.2 and 9.4 (Rebuilding Europe and Emerging Superpowers) as well as topic 9.10 (The European Union).

Responses to Part C of the prompt were expected to explain one way the economic system in Eastern Europe differed from the economic system in Western Europe in the period 1945 to 1990. Many successful responses explained the differences between the capitalist, free market in Western Europe and communist command economies in the Soviet Union and Eastern Europe. These concepts are addressed in topics 9.2, 9.3, 9.4 (The Cold War, Rebuilding Europe, and Emerging Superpowers).

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

In Part A some student responses were successful in providing at least one major characteristic of European unification efforts. The most common responses described how unification efforts in Western Europe, including but not limited to membership in the North Atlantic Treaty Organization (NATO), were characterized by the motivation to compete with or seek protection from the Eastern European socialist bloc. Others described how Europeans collectively desired peace while some responses addressed how Eastern European states responded to Western Europe's unification efforts by forming the Warsaw Pact, their own alliance. Many responses did not align with the time period.

In Part B successful responses mostly described one economic factor that facilitated European unification during the Cold War. The most common responses described how the United States' Marshall Plan was informed by a desire to contain the spread of Eastern European communism and encourage Western European unification through economic assistance and the rehabilitation of their economies. Some responses did not align with the time period.

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In Part C many students were able to explain differences in the economic systems between Western and Eastern Europe. The most successful responses explained that Eastern Europe's economic systems during the Cold War were marked by state-managed economies and collectivization, while Western Europe favored entrepreneurial freedoms and capitalism. Additionally, some responses noted that communism in Eastern Europe during the Cold War led to hard times, inefficiencies, and scarcity of resources.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	*Responses that Demonstrate Understanding*
• In Part A numerous students had difficulty providing a description of a major political characteristic of European unification from 1945 to 1990. These responses described political developments that occurred prior to 1945, such as the nineteenth-century unifications of Germany and Italy, or the diffusion of nationalism and the hope for national self-determination that led to World War I. Other responses described political developments that unfolded beyond 1990, such as the dissolution of the Soviet Union.	• "One significant political characteristic of European unification efforts in this period after the Second World War was the need to choose a side in the Cold War: the Western United States or the Eastern Soviet Union. NATO was formed by Western nations as united protection against the Soviet Union, while the Warsaw Pact was formed by the Soviet Union and its satellite nations in the Eastern Bloc. Eastern Europe unified into communism and the umbrella of the Soviet Union while Western Europe unified under NATO and the American commitment to democracy." • "One example of political unity in Europe from 1945-1990 is the creation of NATO in western Europe. NATO was a military agreement between western European nations to agree to all defend one member if it was attacked. This allowed for western countries to unity in politcal support for each other and unite to fight for each other if a war should start. They could help stabilize each other as well if political instabilty rose." • "One significant political characteristic of European unification in the period from 1945 to 1990 was the establishment of NATO. NATO unified countries in Europe so that during a time of crisis, countries within NATO could help each other with their grouped military and political resources. The organization served as an alliance which allowed for a collective effort to help other countries. Thus, by combining political forces, NATO is one political characteristic of European unification."

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• In Part B some students struggled to describe an economic factor that facilitated European unification from 1945 to 1990 with accuracy, clarity, or specificity. Students described a desire for peace and cooperation, or an aversion to warfare, without describing an economic factor that facilitated such cooperation and unification. Many unsuccessful responses described the economic malaise brought on by the Treaty of Versailles and/or the Great Depression, which preceded the time period of the prompt, and did not describe European unification during the Cold War.	• "One economic factor that facilitated European unification in this period was the Marshall Plan. This plan, by the United States, gave money and economic aid to European nations to help them rebuild after the devastation of the Second World War while promoting a good image of democracy. Countries like France, the United Kingdom, West Germany, and many others that received economic aid from the United States were more receptive to Western democracy, more likely to join NATO, and more likely to fight communism as a part of Western European unification. On the other hand, Eastern European nations that did not receive aid under the Marshall Plan were much more likely to be unified under communism and the Soviet Union." • "One exampe of economic unity in Europe from 1945-1990 is the creation of the ECC. The European Economic Communtiy allowed for western European countries to unite against tariffs and grow stronger in trade with each other. This unite Europe closer togeter and allowed for a strong economy and trade in Europe." • "One economic factor that facilitated European unification efforts was the establishment of the European Coal and Steel Community (ECSC). This community improved trade and economic growth within Europe by sharing resources within countries in the community, namely resources like coal and steel. Thus, the ECSC was one economic factor that facilitated European unification efforts."
• In Part C some students struggled to go beyond identifying that the Eastern European economic system during 1945 to 1990 was communist by explaining some of the features of Eastern Europe's communist economic system.	• "One economic system in Eastern Europe that differed from the economic system in Western Europe was the difference of communism and capitalism. In Eastern Europe, the use of communism, with working groups striving for the greater common good among themselves, contrasted against the capitalistic ideals in Western Europe, with people working in their own self-interest and personal gain."

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	• "One way that the economic system in Eastern Europe differed form the economic system in Western Europe in this postwar period was through the government and state control of the economy in these Eastern Bloc countries as compared to the capitalist tendancies of the Western Europe economic system. In the Soviet-controlled economic system of Eastern Europe, the government regulated and controlled the economy, as part of the communist ideals the Soviet Union was founded upon. However, on the other side of the Iron Curtain, the West took a more capitalistic approach. There was less state intervention and more international trade in Western Europe than in Eastern Europe. In short, Eastern Europe followed a state-run communist economic system, while Western Europe differed by following a capitalist economic system." • "One way the economic system in Eastern Europe differed from the economic system in Western Europe in the period from 1945-1990, was that the East was communist while the West was capitalist. Capitalism flourished in the West and allowed for increased work ethic due wanting to gain more capital, whereas communism was an equal amount of capital no matter how hard you worked. This is exemplified by consumerism in the West and the increased production due to supply and demand."

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

Students seem to have a solid understanding of the task and many provided correct evidence. However, some students struggled to provide evidence within the time frame. To help students understand the historical time period from 1945 to 1990, teachers might reinforce how these events were situated within the larger context of the Cold War and emphasize how the European and global division between the two superpowers, the United States and the Soviet Union, constituted significant change from preceding historical developments and moments. Many students associated the term "unification" with nineteenth-century nationalism and desire for self-determination. Teachers might encourage students to highlight the important differences between the unification efforts in nineteenth-century Germany and Italy, for example, and Cold War political, military, and/or economic unification efforts such as the formation of NATO and the EEC in Western Europe and the Warsaw Pact and the Council for Mutual Economic Assistance (often abbreviated as COMECON) in Eastern Europe. For part (c) teachers should encourage students to examine the similarities and differences between Western and Eastern Europe. Students could explore how Eastern European nations were bound by their relationships with the Soviet Union and explain how the Eastern economic system brought with it the

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restriction of individual rights and freedoms, suppression of dissent, the constraint of emigration for the various populations within the Soviet bloc, and often, a scarcity of commodities and poor living standards compared to Western Europeans.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Resources available in AP Classroom, especially those focused on Unit 9, might be useful instructional support for teachers in working with students on the topic of the efforts at European union during the Cold War and beyond as well as with the skills students need to successfully respond to an SAQ.
- The above topics have associated resources that could be useful instructional support for teaching the topic and skill involved in this SAQ. These include the AP Daily Videos, Topic Questions, and the Units' Personal Progress Checks.
- Unit 6 Progress Checks and Topic Questions offer many opportunities, through MCQs and FRQs, to check for student understanding of the broader impacts of the efforts at European union during the Cold War and beyond.
- AP Daily Videos also provide a helpful resource to support student learning about the efforts at European union during the Cold War and beyond.
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to the efforts at European union during the Cold War and beyond—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an SAQ.
- The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by College Board but also by other teachers.

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Document-Based Question 1

Task: Document-Based Question
Topic: Causes of the First World War

	Max Points:	Mean Score:
Thesis/Claim	1	0.79
Contextualization	1	0.58
Evidence from Documents	2	1.63
Evidence Beyond Documents	1	0.29
Analysis and Reasoning	1	0.36
Complexity	1	0.32

Overall Mean Score: 3.97

What were the responses to this question expected to demonstrate?

The Document-Based Question (DBQ) is designed to evaluate the degree to which students can analyze various types of historical documents in constructing an essay that responds to the tasks required by the prompt. Responses are assessed on the extent to which they meet seven requirements specified in the generic rubric and the scoring guidelines.

The 2025 DBQ asked students to evaluate whether the First World War was primarily caused by popular nationalism or by the decisions of government leaders. Students were provided with seven documents (one of which was an image) on which to base their responses. To answer this question, students had to possess an understanding of the causes of the First World War as the function of nationalism and governmental actions.

Students were asked to write an essay containing a historically defensible thesis that takes a position and establishes a line of reasoning about whether the First World War was caused primarily by popular nationalism or primarily by the decisions of government leaders. The responses were expected to situate the First World War within a broader historical context relevant to the prompt (e.g., the rise of nationalism in the late-19th century, imperialism and industrialization creating rivalries, or actions of radical groups causing governmental reactions.)

To earn one point for evidence, students were required to use the content of at least three documents to address whether the First World War was primarily caused by popular nationalism or by the decisions of government leaders. To earn two evidence points, students had to accurately use the content of at least four documents to support an argument or arguments related to the primary cause of the First World War. To earn a third point for evidence, students were required to use one additional relevant piece of specific historical evidence beyond that found in the documents that was relevant to an argument concerning the primary cause of the First World War.

Students were expected to identify and explain the significance of the audience, purpose, point of view, or historical situation for at least two documents, including how the chosen feature is relevant to an argument about whether the First World War was caused primarily by popular nationalism or by decisions of government leaders. Finally, responses were required to demonstrate a complex understanding of the causes of the First World War by analyzing multiple themes or perspectives, multiple causes or effects, comparing multiple similarities and differences, linking arguments to continuity and change over time, or making relevant and insightful connections within and across time periods and geographic areas or themes. In addition, they could demonstrate complex understanding through an effective use of evidence by correctly using seven documents to support an argument about the primary cause of the First World War, explaining

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how the sourcing of the document, audience, purpose, point of view, or historical situation is relevant to an argument about the primary cause of the First World War for four documents, or by using evidence beyond the documents to demonstrate a sophisticated understanding of different perspectives about the cause of the First World War.

How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Most responses attempted to write a thesis in the introduction or conclusion, and most were successful at providing a historically defensible claim with a line of reasoning evaluating whether the First World War was primarily caused by popular nationalism or by the decisions of government leaders. The thesis was sometimes more specific in the conclusion than in the introduction and occasionally the thesis was contained within a long contextualization paragraph in the introduction or at the start of the second paragraph. In some instances, the responses merely restated the prompt or did not provide a line of reasoning; in fewer instances, responses included a historically indefensible thesis. Occasionally, responses that did not earn a point for a viable thesis were still able to develop an argument or line of reasoning over the course of their document analysis and earn both evidence points for the use of documents in support of an argument or arguments.

Many responses were successful at situating the First World War in the context of the nineteenth-century rise of nationalism, political alliances such as the Triple Entente, the Congress of Vienna and the Concert of Europe, the Second Industrial Revolution, and imperialism. This context was most often included in the introductory paragraph and linked to the thesis; however, it occasionally appeared in the second paragraph.

Most responses were successful at describing the content of at least three documents relevant to the prompt, although a few struggled to use the content of at least four documents to support an argument or arguments in response to the prompt about the primary cause of the First World War. Many responses attempted to provide evidence beyond the documents, especially with specific information not contained in the documents about Gavrilo Princip and details of his assassination of Archduke Franz Ferdinand, details of the European alliance system, the naval arms race of the late nineteenth and early twentieth centuries, wartime and pre-war time propaganda, the Blank Check and Austrian ultimatum to Serbia, and military technology. Responses sometimes used outside evidence as a way of making connections and providing a nuanced analysis.

Fewer responses were awarded points for document sourcing and complexity. Although the language associated with sourcing often appeared in responses, responses sometimes substituted document summary and source attribution for document analysis in terms of historical situation, intended audience, purpose and point of view, and their impact on what was said in relation to the topic of the primary cause of the First World War. Successful sourcing most often occurred with Documents 1, 2, and 6; sourcing with these documents predominantly focused on point of view, audience, and purpose while connecting the document's message to an argument about whether nationalism or decisions of government leaders caused the First World War. Historical situation sourcing, although less prevalent, was usually linked to Documents 1 and 4. Students understood the importance of media such as newspapers and photographs, in conjunction with popular nationalism, to encourage support for the war. Students were able to demonstrate a complex understanding, primarily by explaining that although the First World War was primarily caused by popular nationalism, the decisions of government leaders were also a contributing factor to either causing or prolonging the war. However, some successfully demonstrated a complex understanding by arguing that the opposite was true. Many were also able to earn this point by using all seven documents in an argument about the primary cause of the First World War or by providing sourcing for four documents.

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What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Overall, students did not demonstrate many misconceptions about the topic of this DBQ; however, a few students confused the events and individuals of the Second World War with the First World War. All of the documents were accessible to the students, including the image. Students understood how the rise of nationalism and ethnically diverse empires not only influenced leaders who were making decisions that led to war but also influenced their citizens' support for the war. Students also demonstrated a wealth of knowledge regarding the alliance system and its impact on the early twentieth century.

Some responses struggled to relate the topic of the prompt to evidence beyond the documents because many merely repeated the content that was provided in the documents themselves. Responses often attempted to use the content of document 4 about the assassination of Archduke Franz Ferdinand sparking the war as an additional piece of evidence; however, few added information that wasn't already provided in the document and footnote. Mentioning Gavrilo Princip or other specific details not included in the documents about the assassination was necessary to earn the evidence beyond the documents point. Other attempts at this point failed to provide specific historical details relevant to the topic or argument or repurposed passages from the documents. Teachers should provide instruction to students about specific war goals of various European powers (e.g., France seeking the return of Alsace-Lorraine from Germany, German expansionism, etc.).

Common Misconceptions/Knowledge Gaps	*Responses that Demonstrate Understanding*
• While attempting contextualization or evidence beyond the documents, responses often merely repeated content of the provided documents without any additional information, especially the footnote in document 4.	• "Also, relating to this, is the actual act that sparked the fighting in WWI, which was the assassination of Franz-Ferdinand, by Bosnian nationalist Gavrillo Princip. Franz-Ferdinand was killed because of the nationalistic mindset of Princip who thought Bosnian to be the superior nationality, inciting his hatred for other nationalities such as the one of Franz-Ferdinand. This assassination was the actual factor in causing the physical fighting aspect of WWI and was the important spark to cause the rest of the nationalistic conflicts to occur all over the world during WWI." (*The addition of Princip's name and ethnicity, which is information that does not appear in the document or footnote, provides the specificity necessary to earn the evidence beyond the document point.*)
• Responses occasionally made connections within and across time periods that did not provide relevant or specific information connected to the causes of the First World War.	• "Wilhelm thereafter mobilizing Germany's army, came up with the Schlieffen Plan in which he intended to attack France on the Western Front first before Russia could mobilize, however, to Wilhelm's dismay, Russia

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	was capable of mobilizing their army within ten days. This is significant because this exemplifies how the decisions of government leaders, such as Wilhelm deciding to mobilize against Russia, led to the start of World War I." (*The addition of the Schlieffen Plan and its connection to the cause of the First World War extends the argument beyond what was provided in the documents.*)

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

Teachers could help students improve by instructing them to write a thesis that makes a claim directly related to the prompt and establishes a line of reasoning. Teachers should also remind students that thesis statements need to be discrete, appearing in the introduction or the conclusion and that they should be responding to the question with not only a claim or argument but also a line of reasoning that will then be used to support that argument. In addition, as a step toward demonstrating complex understanding, a thesis that presents two sides of an argument often helps guide the response toward a greater level of sophistication. Reinforcing these skills using practice DBQs in class is generally an excellent teaching tool.

Teachers should instruct students to provide historical contextualization in the first paragraph and/or in the conclusion to position their theses within a broader historical situation. Many successful responses included contextualization in the opening paragraph prior to the thesis. Stronger responses included contextualization in both the first and the last paragraphs.

Teachers should continue to instruct students to accurately use at least four of the seven documents to support an argument in the body of the essay. It is helpful to the reader if the student identifies which document they are referencing either through attribution of the source or in a parenthetical citation at the end of a sentence, or both. Supporting an argument often involves placing similar documents in a body paragraph that follows a topic sentence. Teachers can again practice this throughout the year by adding practice DBQ exercises, asking students to demonstrate which documents they would use to illustrate which argument in their thesis. They should remind students that additional evidence beyond that contained in the documents should be linked to an argument, but not necessarily to an individual document.

In providing guidance to students on sourcing, teachers should remind students to identify and explain the motivations of particular authors, the purpose of the document, the audience the document might be addressing, and the historical situation or context of the document. This can be achieved by doing regular primary source exercises throughout the academic year. For example, practice DBQs can be used exclusively for sourcing. After a DBQ has been graded, teacher feedback in class and individually can involve asking students to find as many of the four types of sourcing for each document as possible. It is also beneficial for teachers to remind students that providing sourcing for four documents can also demonstrate complex understanding.

Within the first month of school, teachers should use the DBQ rubric to introduce the multiple ways to earn a point for demonstrating complex understanding. Once greater familiarity with complexity is established, students can then be asked to review sample responses from the previous year's DBQs to understand how

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responses did or did not earn the point for demonstrating a complex understanding. Having students annotate these sample responses may be a helpful way to reinforce the points about complexity.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Resources available in AP Classroom, especially those focused on Units 7 and 8, might be useful instructional support for teachers in working with students on the topic of the outbreak of the First World War as well as with the skills students need to successfully respond to a DBQ. In particular, topics related to the arms race, diplomatic tensions, nationalism and colonialism would provide useful starting points.
- The above topics have associated resources that could be useful instructional support for teaching the topic and skill involved in this DBQ. These include the AP Daily Videos, Topic Questions, and the Units' Personal Progress Checks.
- Unit 7 and 8 PCs and Topic questions offer many opportunities, through MCQs and FRQs, to check for student understanding of the causes of the outbreak of the First World War.
- AP Daily Videos also provide a helpful resource to support student learning about the tensions leading to the outbreak of the First World War.
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to the First World War—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of a DBQ.
- The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by College Board but also by other teachers.

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Long Essay Question 2

Task: Long Essay Question
Topic: Most Significant Difference between Iberian and Atlantic Colonization 1450–1700

	Max Points:	Mean Score:
Thesis	1	0.78
Contextualization	1	0.75
Evidence	2	1.62
Analysis and Reasoning	2	0.79

Overall Mean Score: 3.81

What were the responses to this question expected to demonstrate?

The Long Essay Question (LEQ) asks students to formulate a thesis/argument in response to a prompt about a particular historical development or episode in European history. LEQs require students to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills. In 2025, each LEQ asked students to evaluate the most significant difference during a particular time period and aspect of European history. In the case of LEQ 2, responses were expected to demonstrate historical reasoning, specifically evaluating the most significant difference between the colonization efforts of the Iberian powers (Spain and/or Portugal) and the Atlantic powers (Britain, France, and/or the Netherlands) during the period 1450 to 1700. Responses were expected to relate the topic of the prompt to the broader historical events, developments, or processes that occur before, during, or continue after the time frame specified in the prompt.

Responses were expected to provide specific examples of evidence relevant to the most significant difference between Iberian and Atlantic colonization efforts during the period 1450 to 1700 and to use this specific evidence to support an argument in response to the prompt. Responses were expected to demonstrate the use of historical reasoning to frame or structure an argument that addressed the prompt, and although the prompt directed students toward the historical reasoning process of comparison, responses could also frame their arguments around other types of historical reasoning (causation or continuity and change). Responses were also expected to demonstrate a complex understanding of the most significant difference between Iberian and Atlantic colonization efforts during the period 1450 to 1700. This demonstration of complex understanding could be achieved in various ways. Responses could compare the differences in colonization efforts between all powers noted in the prompt, or alternately between and within the Iberian powers and the Atlantic powers. Responses could also discuss the geographic and longitudinal causes and effects that resulted in the different colonization efforts of the powers listed in the prompt. Responses could also focus on the different motivations for colonization and their social, political and economic effects locally and in relation to other Iberian and/or Atlantic powers. Responses could also demonstrate a complex understanding by offering astute, detailed pieces of evidence (at least four) over multiple arguments in response to the prompt. Responses were assessed on the extent to which they performed in the following four categories: thesis, contextualization, evidence, analysis and reasoning.

How well did the responses address the course content related to this question? How well did the responses integrate the skills required on this question?

Most responses to this question demonstrated the ability to evaluate a significant difference between the colonization efforts of the Iberian powers and the Atlantic powers between 1450 and 1700. Most responses compared the Spanish conquest of America to the settlement efforts of the British, French, and Dutch on the eastern coast of the United States and Canada. Most responses contained a thesis with a historically defensible claim with a line of reasoning in either the introduction or the conclusion that focused on

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differences in motivations, governance, or economic systems, with some essays containing a more fully elaborated thesis in the conclusion. Most responses offered historical context to the question of the prompt. This ranged from noting that Columbus inadvertently discovered the New World to detailed descriptions of maritime innovations, Portuguese early exploration, and mercantilism.

Responses used evidence to evaluate differences in governance (central administration versus limited self-governance; state control versus joint-stock companies), religion (forceful conversion to Catholicism versus refuge from religious persecution), economic gain (extraction of precious metals versus cash crops versus trade), and the relation with Indigenous populations (subjugation and assimilation versus displacement and limited interaction). More nuanced responses demonstrated complexity by discussing multiple facets of the empires they discussed, for example discussing both religious and economic aspects of Iberian and Atlantic colonization efforts. Other responses compared Spanish or Portuguese America to the Dutch and British joint-stock trading networks in Asia. Some responses discussed differences in the interaction with or use of natives as well as enslaved Africans in Iberian and Atlantic enterprises. Although the prompt focused on the skill of comparison, some responses also used the historical thinking skill of causality as well as continuity and change, noting for instance, the reason for the replacement of Indigenous slave labor with enslaved Africans or the reasons behind the eventual demise of the Iberian empires and continued success of the Atlantic powers.

Most responses contained multiple pieces of evidence of varying quality. Some responses created narratives of Iberian and Atlantic colonization efforts rather than evaluating their differences. Some responses failed to describe a broader historical context relevant to the prompt. A modest number of responses tended to drift out of the time period with, amongst others, discussions of the Seven Years' War, the Scramble for Africa, and the British Raj.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	*Responses that Demonstrate Understanding*
• Responses tended to be narrative without clearly connecting their evidence to an argument relevant to the prompt.	• "This represents how the Iberian powers placed the highest value on resource extraction in their colonies, and exemplifies it in the mass importation of slaves. This act, while horrid in itself, shows that rather than work the land with settlers, the policy of the Iberian powers was oriented more towards exploitation via owned workers, relating back to the Encomienda system" (*The response ties the shift to enslaved workers to the argument of prioritizing resource extraction.*)
• The thesis claim of some responses lacked a clear line of reasoning.	• "Many of the European superpowers of this time were eager to settle in the New World but for different reasons. The Iberian powers were

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	mainly searching for wealth while Atlantic powers were more interested in settlement" (*The response provides a line of reasoning that Iberian powers were primarily interested in wealth extraction, which differed from Atlantic settler colonialism.*)
• Responses introduced evidence in support of an argument that was clearly out of the prompt's timeline.	

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

Teachers should instruct students when crafting their thesis to offer a line of reasoning beyond a claim that responds to the prompt. For example, this can be how or why religion, or the treatment of Indigenous populations was different. It is also good practice for students to formulate an additional thesis in the conclusion of the response—rather than copying the one at the beginning of the response—as they have structured their arguments and evidence.

Teachers should instruct their students to formulate relevant contextualization to the topic of the prompt. This context can discuss developments before, during, or after the topic but should reach beyond a mere reference. For example, "Columbus discovered the New World" is minimal contextualization; the phrase "with the discovery of the New World" would fail as it lacks specificity. Good context offers detail or development: "With maritime innovations like the lateen sails, the caravel, the compass, and improvements in cartography and navigation" [offers ample evidence]; "After the Ottomans conquered Constantinople and controlled the land routes to the east, Iberian and Atlantic powers started to seek sea routes to the east" [development that leads to discovery New World and or creation joint-stock companies].

Teachers should instruct students how to formulate an argument that can be sustained with multiple pieces of evidence rather than writing a narrative of facts or events. Responses that simply list Spain's actions in the New World without clearly formulating an argument to which this evidence responds cannot earn the point for argument.

In order to effectively use their evidence to support an argument, teachers should instruct students to write in analytic terms about the evidence they present in their response, (i.e., "The Encomienda system allowed Spain to exploit the labor of native peoples in their New World colonies," or "Spain started to import African slaves as smallpox and other imported diseases had decimated to native population").

Teachers should instruct students and illustrate with concrete examples in what ways they can demonstrate a complex understanding of the topic. While this question lends itself well for using multiple pieces of specific evidence and relevant evidence and multiple perspectives relevant to the prompt due to the multitude of nations and the relationship between colonizer and native occupant, there are a variety of other ways to achieve the point for complex understanding such as discussion about how fortunes differed/changed over time and in geographical areas, discussions of multiple causes and impacts, etc.

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Teachers should clearly delineate chronology in instruction. Several responses went out of the question's time frame (1450–1700) as students equated colonization with new and modern imperialism.

What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Resources available in AP Classroom, especially those focused on Units 1 and 3, might be useful instructional support for teachers in working with students on the topic of early European overseas empires as well as with the skills students need to successfully respond to an LEQ. In particular, topics related to the voyages of discovery, overseas colonies, trade, and warfare may be useful.
- The above topics have associated resources that could be useful instructional support for teaching the topic and skill involved in this DBQ. These include the AP Daily Videos, Topic Questions, and the Units' Personal Progress Checks.
- Unit 1 and 3 PCs and Topic questions offer many opportunities, through MCQs and FRQs, to check for student understanding of the early modern European overseas colonies and empires.
- AP Daily Videos also provide a helpful resource to support student learning about the early modern European overseas empires.
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to early modern European overseas empires—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an LEQ.
- The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by College Board but also by other teachers.

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Long Essay Question 3

Task: Long Essay Question
Topic: Evaluate the Most Significant Difference between the Scientific Revolution and the Enlightenment

	Max Points:	Mean Score:
Thesis	1	0.68
Contextualization	1	0.54
Evidence	2	1.42
Analysis and Reasoning	2	0.91

Overall Mean Score: 3.55

What were the responses to this question expected to demonstrate?

The Long Essay Question (LEQ) asks students to formulate a thesis/claim in response to a prompt about a particular historical development or episode in European History. LEQs require students to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills. In 2025, each LEQ asked students to evaluate the most significant difference during a particular time period and aspect of European history. In the 2025 LEQ 3, the question asked students to evaluate the most significant difference between the Scientific Revolution and the Enlightenment.

Responses were expected to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills. In the case of LEQ 3, responses were expected to demonstrate historical reasoning, particularly comparison, specifically analyzing the most significant difference between the Scientific Revolution and the Enlightenment. Responses were expected to relate the topic of the prompt to the broader historical events, developments, or processes that occurred before, during, or continue after the time frame specified in the prompt. Responses were expected to provide specific examples of evidence relevant to the most significant difference between the two historical movements and to use this specific evidence to support an argument in response to the prompt.

Responses were expected to demonstrate the use of historical reasoning to frame or structure an argument that addressed the prompt, and although the prompt directed students toward the historical reasoning process of comparison, responses could also frame their arguments around other types of historical reasoning (causation, or continuity and change over time). Responses were expected to demonstrate a complex understanding of the most significant difference between the Scientific Revolution and the Enlightenment. This demonstration of understanding could be achieved in various ways. Responses could explain a variety of differences between the historical movements by analyzing the differences in focus (e.g., empiricism and inquiry in the Scientific Revolution versus philosophy and social justice in the Enlightenment, or the Scientific Revolution's leading to the birth of modern science versus the Enlightenment's inspiration of natural rights, social reforms, and even revolutions). They could also explain that the Scientific Revolution was characterized by advances in mathematics and science, while the Enlightenment was more about philosophy and literature. Responses were assessed on the extent to which they performed in the following categories: thesis and/or claim, contextualization, evidence, and analysis and reasoning.

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How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Most responses to this question demonstrated some ability to identify a significant difference between the Scientific Revolution and the Enlightenment. Most students knew something about both historical movements and had specific information to offer. Most responses identified differences between the topics of interest of the two movements (e.g., scientific examination of the physical world as opposed to philosophical examination of the social world), or effects on worldviews or politics (questioning the authority of the Church to determine truth as opposed to questioning the authority of an absolute monarchy to determine social justice) and used these to structure their theses and ensuing arguments. As context, many responses related the prior achievements of the Renaissance and the Protestant Reformation to the development of the Scientific Revolution and the Enlightenment. Some responses were more nuanced than others, addressing multiple differences, or discussing both similarities and differences, and many of those earned the point for demonstrating complex understanding.

Many responses offered multiple pieces of specific relevant evidence about the Scientific Revolution, noting such achievements as Copernicus's and Galileo's formulations of Heliocentrism, Newton's study of physics and his laws of gravity and motion, Kepler and his laws of planetary motion and Harvey and the discovery of circulation. Additionally, many responses offered multiple pieces of specific information about the Enlightenment, especially John Locke and natural rights, Montesquieu and the separation of powers, Voltaire and social justice, Denis Diderot and the *Encyclopedia*, Rousseau and *The Social Contract* (and education), Mary Wollstonecraft and rights for women, and Enlightened monarchs such as Frederick the Great and Catherine the Great. Offering more pieces of evidence was a means for students to demonstrate their complex understanding.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Some responses demonstrated a lack of chronological understanding, discussing, for example, the Enlightenment as a historical movement that inspired the Scientific Revolution, or discussing the two historical movements as occurring concurrently. Some responses included examples such as Albert Einstein or Joseph Lister, who are outside the time period or misidentified thinkers from the Scientific Revolution as belonging to the Enlightenment or vice versa. Other responses demonstrated a lack of understanding of historical movements, misattributing Protestant reformers as examples of figures of the Enlightenment or the Scientific Revolution. Some responses made a claim but did not provide a line of reasoning. A smaller number of responses failed to provide specific evidence to support arguments about the most significant difference between the Scientific Revolution and the Enlightenment.

Common Misconceptions/Knowledge Gaps	*Responses that Demonstrate Understanding*
• Some responses did not demonstrate understanding of chronology, discussing the Enlightenment as a historical movement that inspired the Scientific Revolution, or discussing the two historical movements as occurring concurrently.	• "During the beginning of this period, scientists sought to use the scientific method to understand the world which resulted in discoveries within all aspects of life including the internal human system as well as the creation of the world and the laws the govern it. As a result, the scientific revolution led to the denouncing of traditional thought, especially the ideas of the

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	Church which gave rise to deism and atheism. The Enlightenment built off of the scientific revolution and the scientific method to formulate the idea of reason in which conclusions are formed through critical thinking and observation." (*This response discusses the influence that the Scientific Revolution had on the later Enlightenment.*)
• Some responses misattributed the achievements of the Renaissance and Protestant Reformation to the Scientific Revolution or to the Enlightenment.	• "People were beginning to shift away from traditional religious beliefs, and that caused conflict with the Church and the scientists in the revolution. In contrast, the Enlightenment was more focused on applying philosophy and reason to society and politics. It wasn't as scientific; it was mainly rooted in Humanistic beliefs with regards to individualism and self-rights. There were philosophers like Rousseau who applied reason that nurture during youthful years was crucial and that children should be cared for and raised in a structured environment." (*This response discusses the influences that the Protestant Reformation and the Renaissance had on the Scientific Revolution and on the Enlightenment.*)
• Some responses made a claim but did not establish a line of reasoning.	• "The most significant difference between the scientific revolution and the Enlightenment were their interpretations of natural laws as the Scientific Revolution sought to discover the laws governing the natural world and the Enlightenment sought to discover the laws that govern human society." (*This response makes a claim about the most significant difference between the Scientific Revolution and the Enlightenment and provides a line of reasoning.*)
• Some responses did not provide specific relevant evidence to support their arguments.	• Perhaps the third most famous inventor from this era, Galileo, invented the telescope. While this led to exploration being far easier and was used as a tool in wars for years to come, it led to no direct political change or conflict." (*This response uses evidence to support an argument that the Scientific Revolution was more*

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	scientific and evidence-based, while the Enlightenment had more political effects.)

Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

Teachers should instruct students when crafting their thesis to offer a line of reasoning beyond a claim that responds to the prompt. For example, students could explain that thinkers in the Scientific Revolution were primarily interested in the physical world, whereas Enlightenment thinkers often focused on political and religious themes.

Teachers should instruct students to use historical reasoning to construct an argument in response to the prompt. In the case of a question asking about a comparison, responses must develop a historically significant difference between the two historical movements that goes beyond the thesis to earn the first point for argument. For example, students might use the ideas of different significant figures in the Scientific Revolution and Enlightenment to develop an argument that Enlightenment thinkers used methodologies developed during the Scientific Revolution to explore political topics. Students who just provide a narrative of discoveries in the Scientific Revolution cannot earn points for argument.

Teachers should instruct students to explain their examples of specific evidence. Evidence must go beyond a phrase or reference (e.g. Copernicus) to earn the first evidence point. Teachers should also instruct students to use explicit language to show how they use evidence to support their arguments ("Copernicus's theory that the sun was the center of the solar system is an example of how scientists during the Scientific Revolution challenged established ideas about the physical world.")

Teachers should instruct students to pay close attention to chronology and periodization. In the case of describing a broader historical context, responses must include events, processes, or developments that occur before, during, or after the time of the prompt. In the case of providing specific examples of evidence to support an argument relevant to the topic of the prompt, responses must include historical examples that are attributed to the correct time period or historical movement.

Teachers should understand that the second analysis and reasoning point (demonstrating complex understanding) is attainable and accessible for students through the adoption of one of the approaches contained in the LEQ rubric. Teachers should provide students with illustrations of complex understanding throughout the year, and, when discussing comparison, encourage students to explain multiple similarities or differences, explain insightful connections across time periods (e.g., connections to later scientific discoveries or political changes), or using multiple pieces of evidence (at least four) to support a nuanced or complex argument. Discussing the continuities between the Scientific Revolution and the Enlightenment to nuance an argument about their differences was a common path to complexity for this question.

Teachers should instruct students to better differentiate between contextualization, evidence, and argument. Merely repeating the same information will not earn points in multiple categories.

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What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Resources available in AP Classroom, especially those focused on Unit 4, might be useful instructional support for teachers in working with students on the topic of the Scientific Revolution and the Enlightenment, as well as with the skills students need to successfully respond to an LEQ. In particular, topics related to the various aspects of scientific advances and the political, social and cultural shifts of the Enlightenment may be useful.
- The above topics have associated resources that could be useful instructional support for teaching the topic and skill involved in this LEQ. These include the AP Daily Videos, Topic Questions, and the Units' Personal Progress Checks.
- Unit 4 PCs and Topic questions offer many opportunities, through MCQs and FRQs, to check for student understanding of the Scientific Revolution and the Enlightenment.
- AP Daily Videos also provide a helpful resource to support student learning about the Scientific Revolution and the Enlightenment.
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to the Scientific Revolution and the Enlightenment —these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an LEQ.
- The Online Teaching Community (OTC) for AP European History is another great resource as it includes materials and resources posted not only by College Board but also by other teachers.

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Long Essay Question 4

Task: Long Essay Question
Topic: Difference in the Status of Women in the Nineteenth and Twentieth Centuries

	Max Points:	Mean Score:
Thesis	1	0.67
Contextualization	1	0.63
Evidence	2	1.36
Analysis and Reasoning	2	1.04

Overall Mean Score: 3.69

What were the responses to this question expected to demonstrate?

The Long Essay Question (LEQ) asked students to formulate a thesis/claim in response to a prompt about a particular historical development or episode in European History. LEQs require students to formulate arguments, utilize evidence, address historical context, and display an ability to employ historical reasoning skills. In 2025, each LEQ asked students to evaluate the most significant difference during a particular time period and aspect of European history. In the 2025 LEQ 4, students were asked to evaluate the most significant difference between the status of women in the period 1815–1914, compared to the period following 1914.

Responses were expected to formulate one or more historical argument, provide historical context, know and accurately utilize historical evidence, and develop an argument using historical reasoning skills. Specific to LEQ 4, responses were expected to demonstrate historical reasoning, especially causation or comparison, to assess the most significant difference between the status of women in the period 1815–1914, compared to the period following 1914. Responses were expected to connect the subject of women's status in modern Europe to broader historical events, developments, or processes occurring before, during, or after the time period specified in the prompt. They were expected to use specific pieces of evidence to demonstrate the most significant difference in women's status before and after 1914, and to use this specific evidence to support an argument in response to the prompt.

Responses were expected to demonstrate the use of historical reasoning to frame or structure an argument that addressed the prompt, and although the prompt directed students toward the historical reasoning process of comparison, responses could also frame their arguments around other types of historical reasoning (causation, or continuity and change over time). Responses were expected to demonstrate a complex understanding of the most significant difference between women's status before and after 1914. This demonstration of understanding could be achieved in various ways. Responses could explain a variety of differences between the periods by analyzing changing views of women's capabilities or value in various fields (factory labor, intellectual pursuits, medicine, political participation or leadership, financial decision making, reproductive freedom, etc.). In addition, responses could compare women's status across different fields within the same period (for instance, weighing gains in reproductive rights as more/less important than voting rights after World War I), or describing how efforts to achieve equality evolved over time (such as shifting priorities from legal and political rights in first-wave feminism, to social and cultural equality with second-wave feminism). Responses were assessed on the extent to which they performed in the following categories: thesis and/or claim, contextualization, evidence, and analysis and reasoning.

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How well did the responses address the course content related to this question? How well did the responses integrate the skill(s) required on this question?

Most responses to this question demonstrated an awareness of major differences in women's status from 1815–1914, compared to after 1914. Most students were able to make a claim with a line of reasoning that addressed differences with regard to political and labor rights, family structures, and gendered norms for domestic life between the two periods.

To provide a broader historical context, many responses identified the preconditions for these shifts in Enlightenment-era ideals of equality and *querelle des femmes* debates, legal swings from the Revolutionary to Napoleonic eras, and traditional norms enforced by conservative regimes in the early nineteenth century. Some responses provided context from the period after the focus of the prompt, noting ongoing second- and third-wave efforts in the late twentieth century and present day to achieve full equality and wage equity, address unequal domestic roles, or align women's rights with those of other marginalized racial or sexual groups.

Responses frequently provided evidence of women's lack of access to participation in formal politics, lesser pay and lower-status work especially in industrial employment, and class-based ideals of domestic responsibilities in the early period, and contrasted those with increasing societal recognition of women's capabilities for "manly" work during and after the World Wars, successes in movements for suffrage and legal equality, and increasing roles in public life alongside greater freedom in matters of medical or reproductive choice.

Although the question directed students to focus on similarities and differences, many responses used causal logic to construct arguments that located the causes for these changes as wartime employment opportunities in World War I, long-building cultural changes promoted by first-wave feminists and suffrage movements, or advances in medicine and healthcare for women. Some excellent responses offered complex assessments, addressing multiple themes or issues and/or noting the uneven progress and at times regression in women's status. In particular, these nuanced responses cited early assertions of women's equality or examples of women's direct political participation, anti-suffrage or anti-feminist attitudes among women, fascist emphasis on "traditional" femininity or pronatalist restrictions on reproductive freedom, or present-day iterations of patriarchal norms.

What common student misconceptions or gaps in knowledge were seen in the responses to this question?

Common Misconceptions/Knowledge Gaps	*Responses that Demonstrate Understanding*
• Some responses made a claim in the thesis about a significant event but did not provide a line of reasoning.	• "The most significant difference between the status of women in the period 1815-1914 and the status of women in the periods after 1914 was that they had more freedoms following World War I and II. As stated above, they were able to obtain jobs that men had previously occupied, which led to … taking on leadership positions that would aid the success of European countries."

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	(*This response provides a specific line of reasoning for the cause of women's improved status in the later 20th century.*)
• Some responses included overstated descriptions of women's oppression before 1914, or of their equal status afterward.	• "From 1815 to 1914, women were still mostly limited to the domestic sphere. While many forced their voices to be heard, it often had to come in the form of riding alongside a pre-existing movement, such as those following the thinking of Mary Wollstonecraft, arguing for women's participation in government and education" (*This response describes women's secondary status and limitations with appropriate qualifications and acknowledges early feminist arguments for equality.*) • "To this day, there are still feminist movements and protests, which continue to inspire more women to speak out against the gender inequality that is still faced today." (*This response recognizes the incomplete nature of modern women's equality.*)
• Some responses included attempts at providing evidence that lacked details or historical specificity, especially regarding women's experiences from 1815–1914.	• "Throughout the 19th century and early 20th century, women continued to be in their separate spheres as through the Factory Acts, from the Industrial Revolution, they were pushed out of working in factories and were needed to provide care for young children. Men became dominant figures who controlled the money for families and saw women as lesser." (*This response includes specific examples of situations where women faced limitations, as well as specific legal restrictions.*)

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Based on your experience at the AP® Reading with student responses, what advice would you offer teachers to help them improve student performance on the exam?

Teachers could help students improve by instructing them to write a thesis that makes a claim directly related to the prompt and establishes a line of reasoning. Teachers should also remind students that thesis statements need to be discrete, appearing in the introduction or the conclusion, and that they should respond to the question with not only a claim or argument but also a line of reasoning that will then be used to support that argument ("The biggest difference in women's status between the period before and after 1914, women in some European countries gained new political rights after World War I as a result of their contribution to the war effort."). In addition, as a step toward demonstrating complex understanding, a thesis that presents two sides of an argument often helps guide the response toward a greater level of sophistication. Reinforcing these skills using practice LEQs in class is generally an excellent teaching tool.

Teachers should instruct students to provide historical contextualization in the first paragraph and/or in the conclusion to position their theses within a broader historical situation. Many successful responses included contextualization in the opening paragraph prior to the thesis. Stronger responses included contextualization in both the first and the last paragraphs. Teachers should remind students that while contextualization does not need to be particularly lengthy or specific, it must include historically relevant information. In the case of an effect question within a specific time period, context may often be a narrative of events or processes that occurred prior to the opening date or showing change over time leading to the topic of the prompt. Vague references to women's household responsibilities prior to 1815 was not sufficient to earn the point; however, brief discussions of women's lack of property rights in this earlier period or the feminist ideas expressed during the Enlightenment or French Revolution were successful.

Teachers should encourage students to frame evidence as specifically as possible. They should encourage them to include discrete examples of events, individuals, laws, or other particular facts that can help to situate their point in historical chronology and/or causal connections. Even in questions that address social history topics, teachers should instruct students to be specific in their responses. Discussing broad developments may not earn the evidence point unless they contain specific pieces of historical evidence. For example, an argument about the growth of women's independence after World War I should provide specific evidence in supporting its claims (e.g., discussing the 1920s "new woman").

In order to effectively use their evidence to support an argument, teachers should instruct students to write in analytic terms about the evidence they present in their response ("Women working dangerous factory jobs during World War I was a significant reason why women gained suffrage in many states after the war.")

Teachers should encourage students that the second analysis and reasoning point (complex understanding) is attainable and accessible for students through the adoption of one of the approaches contained in the rubric. They should provide students with examples of various successful demonstrations of complex understanding throughout the course of the year and create exercises that encourage students to use historical reasoning (comparison, causation, continuity, or change) or sophisticated argumentation (multiple themes or perspective, effective use of multiple pieces of evidence). If a prompt asks students to identify a most significant difference, as this one did, the student could give multiple differences and explain the reasoning behind these differences to the same theme, event, or era. For example, some students used evidence to construct nuanced arguments that while women gained new political rights after World War I, this was a less important difference than their achievement of greater social independence.

Teachers should instruct students to better differentiate between contextualization, evidence, and argument. Merely repeating the same information will not earn points in multiple categories.

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What resources would you recommend to teachers to better prepare their students for the content and skill(s) required on this question?

- Resources available in AP Classroom, especially those focused on Units 6 and 9, might be useful instructional support for teachers in working with students on the topic of the changing status of European women, as well as with the skills students need to successfully respond to an LEQ. In particular, topics related to the various aspects of the political, social, economic, and cultural shifts of the nineteenth and twentieth centuries may be useful.
- The above topics have associated resources that could be useful instructional support for teaching the topic and skill involved in this LEQ. These include the AP Daily Videos, Topic Questions, and the Units' Personal Progress Checks.
- Unit 6 and 9 PCs and Topic questions offer many opportunities, through MCQs and FRQs, to check for student understanding of the changing status of European women in the nineteenth and twentieth centuries.
- AP Daily Videos also provide a helpful resource to support student learning about the changing status of European women in the nineteenth and twentieth centuries.
- AP Classroom is directly linked to the AP European History Question Bank, where examples of AP Exam questions on the topic of historical developments, events, and processes related to the changing status of European women in the nineteenth and twentieth centuries—these questions may be either MCQs or FRQs and could be used in a variety of different ways to assess student understanding or to practice skills necessary for successful completion of an LEQ.
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